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ABSTRACT

During the year, eight migrant educational programs were operational in Iowa. Six of these were conducted during the regular school year, and two were summer programs. Of the 178 children attending the regular school term, 109 were classified as speaking primarily Spanish. Of the 187 children in the summer programs, 113 were classified as having Spanish for their primary language. Children were recruited through visits to the camps and assistance from migrant families and other migrant agencies. Inservice training and staff development activities conducted during both terms included writing behavioral objectives; discussions of methods in curriculum, individualized instruction/grouping techniques, points of culture conflict, and classroom management techniques; and developing teacher-made tests. Children received a physical examination and dental screening, with additional medical referrals made when needed. Parents were involved through their attendance at orientation meetings, involvement in planning project activities, classroom or program visitations, acting as aides, and activities in recruitment or support of project activities. Information was disseminated via home and camp visits with parents, council meetings, school program newsletters, and regular press and radio information. Among cooperating agencies were the Migrant Action Program, County Health Departments, State Employment Service, State Department of Social Services, and Community Action Agencies. The local education agencies reported that, in their opinion, the program activities were successful. (NQ)

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1977

(SCHOOL YEAR 1976-77)

Title I of Public Law 89-10

The Elementary and Secondary Education Act of 1965

As Amended

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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STATE OF IOWA, DEPARTMENT OF PUBLIC INSTRUCTION,

JANUARY, 1978

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IOWA ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
Title I, ESEA

Fiscal Year 1977

During Fiscal Year 1977, there were eight migrant educational programs operational in Iowa. Six of the programs were conducted in conjunction with the regular school year and two of the programs were held in the summer months.

I. Unduplicated Number of Children and Staff

There were one hundred seventy-eight children in attendance for the regular school year term. The breakdown in migrant classification was twenty-three intrastate, eighty-three interstate, and seventy-two were five-year provisional. One hundred nine of these children were classified as having Spanish for their primary language.

Serving the children, there were eleven full time professional staff members funded by Title I migrant funds and two full time teacher aides. Six of the professional staff members were bilingual in Spanish and English. The two teacher aides were also bilingual in the two languages. In addition to the migrant funds, there were three bilingual professional staff members funded by regular Title I program monies.

There were one hundred eighty-seven children in attendance for the summer school term. The breakdown in migrant classification was two intrastate, sixty-eight interstate, and one hundred seventeen were five-year provisional. One hundred thirteen of these children were classified as having Spanish for their primary language.

Serving these children there were ten full time professional staff members funded by Title I migrant funds and nine full time teacher aides. In addition, there were three volunteer aides assisting in the programs. The criteria utilized in selecting staff members were:

A. Previous experience in education

B. Level of personal training

C. Ability to relate to children and staff

D. Bilingual proficiency

II. Inservice for Staff

Inservice training and staff development activities during the regular school term were quite extensive. The activities and a duplicated count of staff members participating are as follows:

A. Writing behavioral objectives--

Four teachers, one nurse, and one administrator

B. Discussion by staff of individual children--

Thirty-four teachers, one aide, three nurses, two cooks, and seven administrators

C. Methods in curriculum in migrant education--

Eleven teachers, one aide, and six administrators

D. Individualized instruction/grouping techniques--

Seven teachers, one aide, and two administrators

E. Points of culture conflict--

Two teachers, one aide, and one administrator

F. Classroom management techniques--

Seven teachers and one administrator

G. Preschool education--

Two teachers, one aide, one nurse, and one administrator

H. Developing teacher made tests--

Two teachers and one administrator

I. MSRTS--

Ten teachers, two aides, five MSRTS staff, four nurses, and twelve administrators

A total of fourteen days were set aside for inservice training by the six LEAs with a range of one to six days for the individual schools.

The summer school term inservice and staff development activities were as follows:

A. Discussion of staff of individual children--

Nine teachers, nine aides, and one administrator

B. Methods in curriculum in migrant education--

Six teachers, six aides, and one administrator

C. Individualized instruction/grouping techniques--

Nine teachers, nine aides, and one administrator

D. MSRTS--

Nine teachers, nine aides, and two administrators

A total of six days were set aside for inservice training by the two LEAs.

At this point, acknowledgement must be made to Gene Donn, Area Coordinator of MSRTS, for his time and efforts expended in conducting the inservice sessions with the LEA staff on understanding and using the Record Transfer System. The results from the SEA level were much improved over previous years. If education

is understanding, then the LEA staff personnel received a good basic educational experience.

III. Medical

During the regular school term, all of the migrant children received a physical examination by the school nurses with additional medical referrals to dentists and doctors.

There were fifty-one children who received a dental screening and eighteen of them receiving dental treatment. There were thirty-eight children referred for additional physical examination and thirty-two of them received medical treatment.

During the summer school term, one hundred sixty-six children received a dental screening and seventy-three of them were given dental treatment. There were sixty-two children referred for additional physical examinations and eight received medical assistance.

IV. Participants--Recruiting and Establishing Educational Needs

The recruitment of migrant children during the regular and summer school terms utilized a variety of methods. The school personnel visited the migrant camps and established contact with the parents. They were assisted by the migrant families in locating isolated migrant families. Other migrant agencies supplied information concerning the location of incoming families. Contact was made with the growers who assisted the school representatives in establishing contact. Some migrant parents voluntarily sent their children when the school bus made its daily rounds. Contact was made with the Migrant Action Program and the cost of a recruiter was shared between them and the Title I Migrant Program.

In establishing the educational needs of the children, the schools utilized teacher judgement backed up by standardized testing, criterion reference tests, teacher made tests, and parent referrals.

V. Parent Involvement

The regular school term reports from the LEAs indicated that an unduplicated count of sixty-nine parents were involved. The parent involvement breaks down as follows:

A. Attended orientation meetings--
Thirty-two parents

B. Involved in planning project activities--
Twenty parents

C. Classroom or program visitation--
Thirty-five parents

D. Active in recruitment or support of project activities--
Eight parents

E. Acted as aides--
Six parents

F. Contacted by school staff at home--
Sixty-eight parents

The summer school term reports from the LEAs indicated that an unduplicated count of forty-four parents were involved. The parent involvement breaks down as follows:

A. Attended orientation meetings--
Six parents

B. Involved in planning project activities--
Six parents

C. Classroom or program visitation--

Twelve parents

D. Acted as aides--

One parent

E. Contacted by school staff at home--

Forty-four parents

VI. Cooperation with Other Programs and Agencies

The LEAs reported that cooperation between other agencies and their Title I migrant program was excellent. These agencies were: Migrant Action Program, County Health Departments, Iowa State Employment Service, Iowa Department of Social Services, Community Action Agencies, Local Title I Projects, Child Nutrition Programs, Head Start, Local Migrant Councils, and Area Education Agencies.

VII. Dissemination

Dissemination of information concerning the Title I migrant program activities as reported by the LEAs were as follows:

A. Home and camp visits with parents

B. Illinois, Iowa council meetings

C. Parent meetings at scheduled events and at drop-in intervals at the school

D. School program newsletters

E. Regular press and radio information

VIII. SEA Contact with LEAs

Contact between the state and local education agencies was throughout the year. These contacts were on a formal and an

informal basis. Assistance was given in completing the application forms to establish programs. In planning the program activities, consultations were held between the LEAs and the SEA. Each of the LEAs were visited before the programs were initiated and inservice was provided. The Migrant Student Record Transfer System was explained and the teachers, nurses, record clerks, and administrators were given intensive training in the parts of the MSRTS forms that would pertain to their educational area by Mr. Gene Donn, the Area Coordinator from Little Rock.

IX. Instructional Activities

The LEAs reported that in their opinion, the program activities were successful, as shown by the following composite information.

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONS: This page is to be utilized in recording success data. Beside each activity that was part of your project indicate:

A. The number of participants by age level.
B. The number meeting your standard(s) of success by age level.
C. Total number of participants per activity.
D. The methods utilized in determining success.

REGULAR SCHOOL TERM

INSTRUCTIONAL ACTIVITY		AGE LEVEL						c. Total No. of participants	d. CHECK ONE OR MORE METHODS UTILIZED IN DETERMINING SUCCESS					
		3 - 5	6 - 8	9 - 10	11 - 12	13 - 14	15 - 16		Standardized Tests	Teacher-Made Tests	Criterion Reference	Checklists	Observation	Other
Mathematics	A	1	28	14	9	11		63	3	2	1	1	2	
	B	1	25	13	9	11								
Language Arts/ Reading	A	8	49	26	27	12	19	141	5	4	2	1	4	
	B	7	41	23	21	11	13							
Physical Education	A													
	B													
Fine Arts	A													
	B													
Cultural Development	A	7	33	17	18	16	5	96		1		1	2	1
	B	7	33	15	13	13	3							
Health/ Nutrition	A													
	B													
Environment	A													
	B													
Science	A													
	B													
Self Image	A	7	33	17	18	16	5	96		1		1	2	1
	B	7	30	15	14	14	2							
Music/Dance	A													
	B													
Social Studies	A													
	B													
Oral Communication	A	7	33	17	18	16	5	96	1	1		2	2	
	B	5	32	16	17	14	3							
Other	A		7	1	4		4							
	B		4	1	3		0							

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONS: This page is to be utilized in recording success data. Beside each activity that was part of your project indicate:

A. The number of participants by age level.
B. The number meeting your standard(s) of success by age level.
C. Total number of participants per activity.
D. The methods utilized in determining success.

SUMMER SCHOOL TERM

INSTRUCTIONAL ACTIVITY		AGE LEVEL						c. Total No. of participants	d. CHECK ONE OR MORE METHODS UTILIZED IN DETERMINING SUCCESS					
		3 - 5	6 - 8	9 - 10	11 - 12	13 - 14	15 - 16		Standardized Tests	Teacher-Made Tests	Criterion Reference	Checklists	Observation	Other
Mathematics	A	31	77	32	29	7		176	1	1	1		2	
	B	27	51	24	20	5								
Language Arts/ Reading	A	31	77	32	6	25		176	1	1	1	1	2	
	B	27	52	23	2	22								
Physical Education	A													
	B													
Fine Arts	A		11	6	6	2		25						
	B		11	6	6	2							1	
Cultural Development	A	31	77	32	29	7		176						
	B	31	58	32	29	7				1			2	
Health/ Nutrition	A													
	B													
Environment	A													
	B													
Science	A													
	B													
Self Image	A													
	B													
Music/Dance	A													
	B													
Social Studies	A													
	B													
Oral Communication	A	31	66	26	23	5		151						
	B	31	58	26	23	5						1	1	
Other	A													
	B													